

Name \_\_\_\_\_

School \_\_\_\_\_

Town \_\_\_\_\_ Grade \_\_\_\_\_

Phone \_\_\_\_\_

| LEARNING RESULTS |   |  | DEGREE OF MATCH | 0=no link<br>1=weak link<br>2=good link<br>3=strong link |
|------------------|---|--|-----------------|--|
| <b>A</b>         | <b>PROCESS OF READING</b><br>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to: |  |                 |  |
| A1.              | Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.   |  |                 |  |
| A2.              | Adjust reading speed to suit purpose and difficulty of the material.  |  |                 |  |
| A3.              | Recognize when a text is primarily intended to persuade.  |  |                 |  |
| A4.              | Select texts for enjoyment.   |  |                 |  |
| A5.              | Read a variety of narrative and informational texts independently and fluently.   |  |                 |  |
| <b>B.</b>        | <b>LITERATURE AND CULTURE</b><br>Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:         |  |                 |  |
| B1.              | Demonstrate awareness of the culture and geography pertinent to texts read.   |  |                 |  |
| B2.              | Use literary pieces to better understand and appreciate the actions of others.  |  |                 |  |
| B3.              | Respond to speakers in a variety of appropriate ways (e.g. listening attentively, responding politely).   |  |                 |  |

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| B4.                           | Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.  |  |                 |  |
| B5.                           | Identify important characters in quality works containing several characters.  |  |                 |  |
| B6.                           | Make and justify conclusions about the motives of characters and the consequences of their actions.  |  |                 |  |
| B7.                           | Identify and explain how characters and situations found in various materials are like people or events in their own lives or in other works.  |  |                 |  |
| B8.                           | Understand how dialogue relates and contributes to a story or text.  |  |                 |  |
| B9.                           | Recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.  |  |                 |  |
| B10.                          | Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices. |  |                 |  |
| B11.                          | Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.  |  |                 |  |
| B12.                          | Demonstrate understanding of enduring themes of literature (e.g., themes of coming of age, love and duty, heroism, and appearance versus reality).   |  |                 |  |
| <b>C. LANGUAGE AND IMAGES</b> |  |  |                 |  |

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|                  | <b>Students will demonstrate an understanding of how words and images communicate. Students will be able to:</b>   |  |                 |  |
| C1.              | Identify and evaluate how language use varies according to personal situations and settings (e.g. school, home and community).   |  |                 |  |
| C2.              | Identify the social context of conversations and its effect on how language is used.   |  |                 |  |
| C3.              | Identify the use of nonverbal cues in conversations.   |  |                 |  |
| C4.              | Make observations about the use of language and graphic symbols encountered in various real-life situations.   |  |                 |  |
| C5.              | Investigate the language of other cultures and compare / contrast to English.  |  |                 |  |
| C6.              | Make observations about specific uses and idioms of own language.  |  |                 |  |
| D.               | <b>INFORMATIONAL TEXTS</b><br><b>Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</b> |  |                 |  |
| D1.              | Use information contained in chapter and section headings, topic sentences and summary sentences to construct the main ideas.  |  |                 |  |
| D2.              | Use of various informational parts of a text (e.g. index, table of contents, glossary, appendices).  |  |                 |  |
| D3.              | Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).  |  |                 |  |
| D4.              | Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).   |  |                 |  |
| D5.              | Recognize when a text is   |  |                 |  |

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|                  | primarily intended to instruct or to persuade.  |  |                 |  |
| D6.              | Understand common technical terms used in instructional and informational texts.  |  |                 |  |
| D7.              | Recognize when and how new information in a text connects to prior knowledge.   |  |                 |  |
| <b>E.</b>        | <b>PROCESSES OF WRITING AND SPEAKING</b><br><b>Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:</b> |  |                 |  |
| E1.              | Identify strengths and weaknesses in their own writing and seek effective help from others.   |  |                 |  |
| E2.              | Improve their finished product by revising content from draft to final piece.   |  |                 |  |
| E3.              | Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.    |  |                 |  |
| E4.              | Report orally and summarize personal discoveries they have made as a result of reading and viewing.   |  |                 |  |
| E5.              | Give accurate directions.   |  |                 |  |
| E6.              | Summarize central concepts from oral presentations.   |  |                 |  |
| <b>F.</b>        | <b>STANDARD ENGLISH CONVENTIONS</b><br><b>Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</b>  |  |                 |  |

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| F1.              | Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:   |  |                 |  |
|                  | • few significant errors in the use of pronouns and adjectives.   |  |                 |  |
|                  | • attention to the proper use of adverbial forms and conjunctions.  |  |                 |  |
|                  | • few significant errors in the spelling of frequently used words.  |  |                 |  |
|                  | • no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.  |  |                 |  |
|                  | • no significant errors in the use of ending punctuation marks and an understanding of how to use commas.   |  |                 |  |
| F2.              | Use the level of language formality required in a variety of speaking situations.   |  |                 |  |
| G.               | <b>STYLISTIC AND RHETORICAL ASPECTS OF WRITING &amp; SPEAKING</b><br>Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.<br>Students will be able to: |  |                 |  |
| G1.              | Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.  |  |                 |  |
| G2.              | Write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).  |  |                 |  |
| G3.              | Write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.   |  |                 |  |

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| G4.              | Write pieces that show awareness of a variety of intended audiences and identifiable purposes.  |  |                 |  |
| G5.              | Explain for the various purposes of spoken communications.  |  |                 |  |
| G6.              | Explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations.   |  |                 |  |
| G7.              | Use a variety of media and technological resources to make creative and expository oral presentations.  |  |                 |  |
| <b>H.</b>        | <b>RESEARCH-RELATED WRITING AND SPEAKING</b><br><b>Students will work, write, and speak effectively when doing research in all content areas.</b><br><b>Students will be able to:</b> |  |                 |  |
| H1.              | Ask and seek answers to questions.  |  |                 |  |
| H2.              | Use print and non-print resources (e.g., as encyclopedias, dictionaries, people, indexes) to gather information in connection on research topics.                                     |  |                 |  |
| H3.              | Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).  |  |                 |  |
| H4.              | Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.                   |  |                 |  |
| H5.              | Demonstrate initial understanding of how to cite sources.   |  |                 |  |